**Friendship Academy of Science and Technology (#338)**

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| **Name:** | | Molly Zeins | | | **Date:** | Thursday September 22, 2011 | | |
| **Lesson:** | | 0.07 John Brown’s Raid on Harper’s Ferry | | | **Subject:** | Honors US History | | |
| **Type of Lesson:** | | **( ) Introductory ( X ) Developing ( ) Maintaining ( ) Refining ( ) Enriching ( ) Reviewing** | | | | | | |
| **Curriculum Standards:** | | US History – 8th Grade Curriculum  5.4: analyze the institution of slavery and its influence on societies in the United States | | | | | | |
| **Objective:** | | **SWBAT analyze the role of John Brown’s raid on Harper’s Ferry through the perspectives of northerners and southerners.** | | | | | | |
| **Agenda:** | | | | **Key Points:** | | | | |
| 1. Call to Order 2. Introduction of New Material 3. Guided Reading of Uncle Tom’s Cabin 4. Exit Ticket 5. Homework/Closing | | | | * In order to understand why the Civil War was one of the bloodiest wars in History, we need to look closely at the institution of slavery as an institution that underpinned the economic, political, and social goals of the South. In today’s lesson, we will explore how the northerners and southerners had differing perspectives on one key event, John Brown’s raid on Harper’s ferry. **(WHY)** * John Brown was a radical abolitionist who was determined to attack the United States Arsenal at Harper’s Ferry in Virginia. He asked several other activists involved with the Underground Railroad to help, including Harriet Tubman and Frederick Douglass, neither of whom helped. (**WHAT).** * On October 16, 1859, John Brown and several of his followers attempted to break into the armory, steal weapons, and then lead a rebellion of slaves against their masters. While the raid started off strong, capturing and killing a baggage handler and several of the guards of the armory, John Brown and his followers were caught and tried for treason. (**WHAT)** * John Brown was tried for treason and hanged on December 12th (**WHAT)** * Some believed that John Brown was a traitor, and others believed that he was a patriot. (**HOW)** | | | | |
| **Materials:** | | | |
| 1. LCD projectors 2. Power point 3. Model Notebook 4. Worksheet for pair work 5. Exit Tickets | | | |
| **Call To Order: (5 minutes)** | | | | | | | | **Accommodations:** |
| Teacher will greet students at the door, and shake their hands.  Students will pick up their returned work, find their seats, take out their notebooks, put their homework at the top of their desks, and begin their Call to Order.  **Call to Order:**  1**. “Nobody should ever attack his own country.”**  1 2 3 4 5  Strongly agree Sort of agree Strongly disagree  2. **“It’s OK to attack your own country if you disagree with your government.”**  1 2 3 4 5  Strongly agree Sort of agree Strongly disagree  3. **“Somebody who risks his/her life to stand up for what he believes in is a hero.”**  1 2 3 4 5  Strongly agree Sort of agree Strongly disagree  4. **“Somebody who risks his/her life to stand up for what he believes in is a fool.”**  1 2 3 4 5  Strongly agree Sort of agree Strongly disagree  5. **“Patriots are always good; traitors are always bad.”**  1 2 3 4 5  Strongly agree Sort of agree Strongly disagree  Teacher will walk around stamping homework assignments and taking attendance. | | | | | | | | Teacher will read the instructions verbatim as she walks around. |
| **Introduction to New Material: (15 minutes)** | | | | | | | | |
| ***Procedure:*** | | | | | | | | Graphic organizer will be used to represent new knowledge. |
| Students will take notes Cornell Style in their notebooks:   |  |  | | --- | --- | | Who was John Brown? | John Brown was an abolitionist who was associated with the underground railroad. | | What happened during his raid? | 1. He asked others to join him. Many of them couldn’t or changed their minds because they thought his plan was two dangerous. 2. He rented a farm in Maryland across from the US Arsenal at Harper’s Ferry, in Virginia. 3. On October 16, 1859, he ad On October 16, Brown set out for Harpers Ferry with 21 men -- 5 blacks, They cut telegraph wires, then made their assault. First they captured the federal armory and arsernal. They then captured Hall's Rifle Works, a supplier of weapons to the government. Brown and his men rounded up 60 prominent citizens of the town and held them as hostages, hoping that their slaves would join the fight. No slaves came forth. | | What was the aftermath? | He was caught, tried for treason, and executed on December 16th. | | How did northerners and southerners feel about him? | Northerners thought he was a patriot. [William Lloyd Garrison](http://en.wikipedia.org/wiki/William_Lloyd_Garrison) called the raid "misguided, wild, and apparently insane." But through the trial, Brown transformed into a martyr. [Henry David Thoreau](http://en.wikipedia.org/wiki/Henry_David_Thoreau), in [*A Plea for Captain John Brown*](http://en.wikipedia.org/wiki/A_Plea_for_Captain_John_Brown), said, "I think that for once the Sharp's rifles and the revolvers were employed in a righteous cause. The tools were in the hands of one who could use them," and said of Brown, "He has a spark of divinity in him. | | | | | | | | |
| **Guided Practice (25 minutes)** | | | | | | | | |  |
| **Students will read supporting arguments for why John Brown was a patriot and why John Brown was a traitor. Students will compose an essay in which they argue either one side or another.** | | | | | | | | Verbatim reading of all directions. |
| **Independent Practice: (10 minutes)** | | | | | | | | |
| Students will complete an exit assessment comprised of 5 multiple-choice questions, which are aligned to the questions on the unit exam. | | | | | | | |  |
| **Closure: (5 minutes)** | | | | | | | | |
| **Assistant to the Executive Director (**check job chart) will collect exit tickets.  **Manager of Supply Distribution** (check job chart) will distribute homework.  Students will write down their homework as the teacher explains the expectations.  Teacher will have student write on the word wall what they learned today. | | | | | | | |  |
| **Homework:** | | | | | | | | |
| **Students will complete their essays at home.** | | | | | | | |  |
| **Assessment:** | | | | | | | | |
| See attached Exit Slip. | | | | | | | |  |
| **Rigor:** | | | **Engagement:** | | | | **Intervention:** | |
| Note-taking skills will be ones necessary for college. Primary sources illustrate sources at the same level of rigor as those on AP US history exam questions. | | | Students who are interpersonal learners will have the opportunity to engage in conversations around the content during guided practice. | | | | Small group work allows students the opportunity to check answers before sharing out as a group. | |
| **Notes:** |  | | | | | | | |